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ABSTRACT

The objectives of this document are to assist teachers in understanding the holistic evaluation process, in developing a sound evaluative process for the school physical education program, in effectively communicating progress to students and parents, and in self-evaluating teacher performance and the program. The document includes basic information relating to student evaluation and reporting, teacher evaluation, and program evaluation. Sections are organized according to the curriculum format--body awareness in the early years, sport skill awareness in the middle years, and lifestyle awareness in the senior years. Evaluative criteria in the psychomotor, cognitive, and affective domains are noted. The document provides a program evaluation checklist, a student questionnaire for physical education program evaluation, a program action plan form, a teacher evaluation form, and forms for reporting student progress. (JDD)

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Introduction

Evaluation in Physical Education

Evaluation in Physical Education is designed to allow teachers the flexibility to adapt the various forms of evaluation to meet the needs of all students. This approach is similar to the way you modify your program to allow all students to participate actively.

The examples cited in this support document are provided to assist teachers in developing a valid process for evaluating and reporting in physical education.

Objectives are to

- assist teachers in the understanding of the holistic evaluation process
- assist teachers in developing a sound evaluative process for the school physical education program
- effectively communicate progress to students as well as reporting to parents
- assist teachers in evaluating their own performance and program

The format of this document includes basic information relating to student evaluation and reporting, teacher and program evaluation. Sections have been organized according to the curriculum format - Early, Middle and Senior Years. Examples are used for clarification purposes only. Sample copies of evaluation and report forms have been included.

Evaluation is a questioning process of education that makes use of measurement techniques. Objectives are established as part of the program. To determine whether these objectives have been met, the performance of the participant has to be measured. Straub, in his text, *The Lifetime Sports-Oriented Physical Education Program* (8:82), states that education is the process

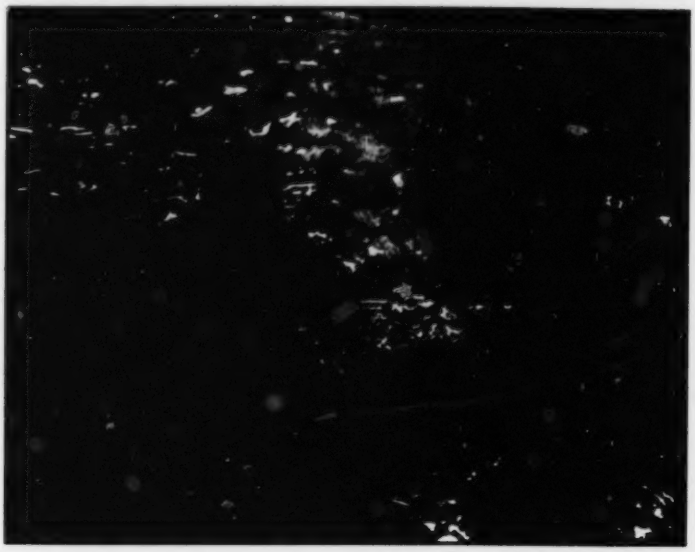
which changes the learner. To know whether this change has been accomplished, we evaluate. Evaluation is the systematic collection of evidence to determine whether, in fact, certain changes are taking place in the learners. Once we evaluate, it is important to communicate this information in a meaningful way through reporting.

The purpose of evaluation and reporting is to provide students, parents, and teachers with information regarding the level of achievement related specifically to knowledge, skills, attitudes, and social development. The evaluators must consider the purpose of evaluation and understand how the information learned through testing will be used. When the evaluator tests, after the learning has been completed, he or she makes a **summative evaluation**. This information is generally reported to parents via a report card. If the evaluation is continuous and an integrated part of the learning process, the evaluator has performed a **formative evaluation**. This form of evaluation is continuous and provides the professional with vital information for immediate student and program development. The professional is able to adjust the lesson objectives to meet the needs of the students.

Basic to achieving the objectives is the development of positive attitudes in the student toward learning. It must be recognized that in the school environment, quality relationships contribute greatly to each student's self-concept and progress in learning. An empathetic teacher-student relationship contributes to a positive learning environment.

Guidelines for evaluation are as follows

- evaluation must be based on school and system objectives
- a variety of measures should be employed in the evaluation process
- it is important that students and parents be made aware of the evaluation methods that will be used
- procedures established within a school reflect the stated objectives of the classroom and be commensurate with pupil potential and prior levels of achievement



Evaluation in the school setting may be used for

- assigning grades and grouping students
- improvement of teaching
- improvement of learning

Accurate assessment of student, teacher and program progress is a part of the educational process. This can only be accomplished if the evaluation system has been clearly outlined. Once the objectives have been stated, the program formulated and carried out, there are means to determine whether these objectives have been met. Some of the more common methods of evaluation used are: observation, assessment of students work, self-evaluation by student, criterion-referenced, and normative testing.

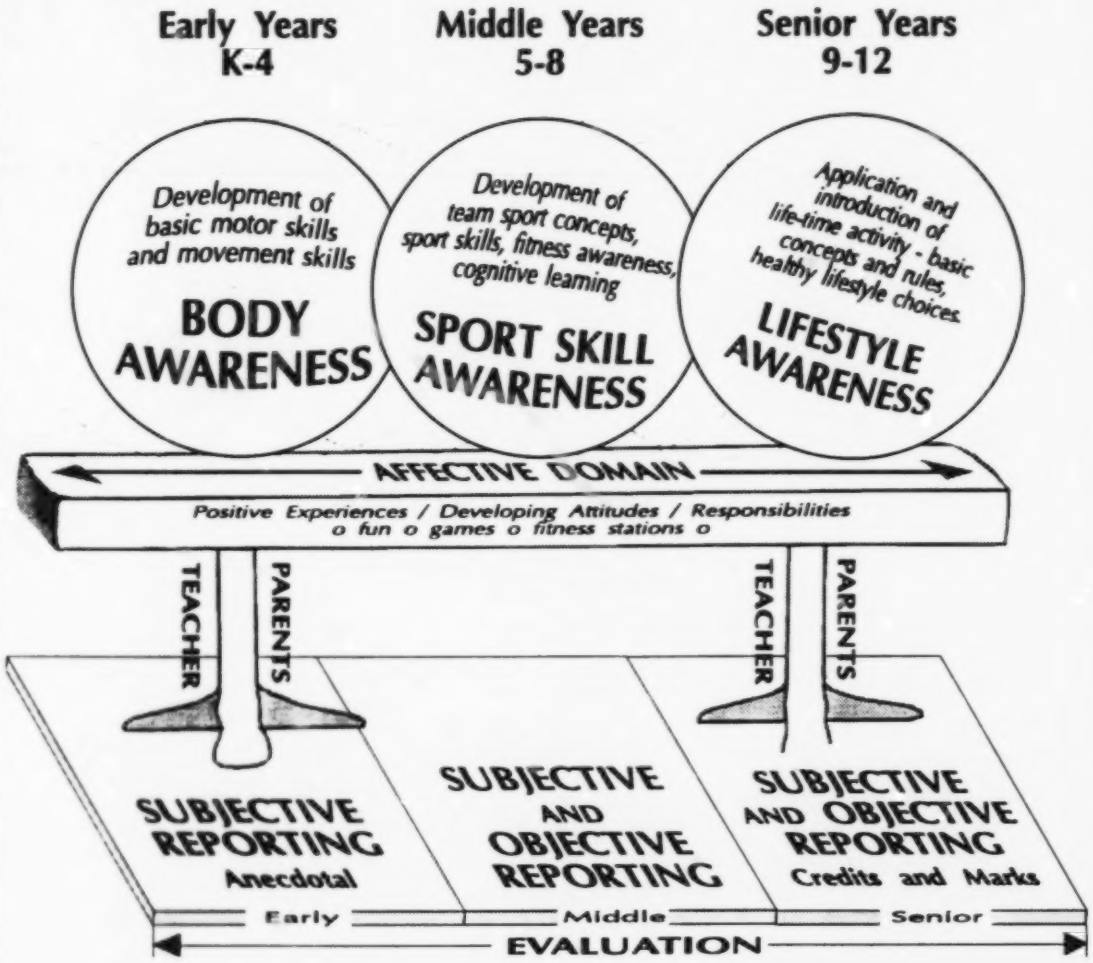
Traditionally, evaluation in the physical education program has been, for the most part, teacher centred. Research and developmental programming have brought new thinking in this area. In the past, too much emphasis was placed on testing and grades. Tests and grades tend to put too much pressure on the student when learning should be an enjoyable experience. Information learned for a test is only a means to an arbitrary end - a grade, and little, if any, opportunity is permitted for differing opinion or creative expression of the task.

Philosophical Statement

Physical Educators, in general, believe

- development of the whole child is a complex and unique process (K-12). The process is a continuum from acquisition of motor skills to the application of life time activities
- the affective domain involves developing an appreciation for all aspects of physical activity, including the opportunity for positive social interactions and experiences
- evaluation in Physical Education is complex and consideration must be afforded the following
  - individual need
  - growth and development
  - environmental and cultural influences
  - setting (facility)
  - subjective vs objective
  - formative vs summative
- Evaluation focus changes as we move through the continuum
  - early years - subjective reporting
  - middle years - subjective and objective reporting
  - senior years - subjective and objective reporting for credit
- Accountability requires evaluation of student progress. (How much emphasis is placed on subjective vs objective?) (See diagram on page 6.)

EVALUATION MODEL of PHYSICAL EDUCATION (K-12)

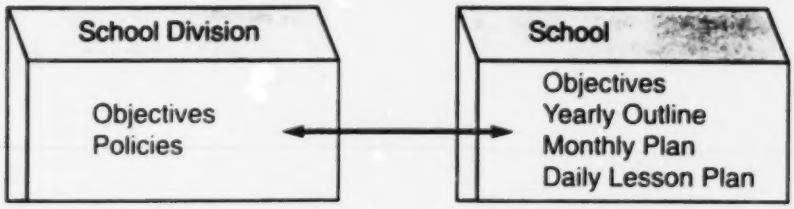


Program

Program Evaluation

The program, based on objectives established at the local school level, must be constantly evaluated. It is essential to develop a well-balanced program with flexibility so that change can be implemented easily.

Below is a general flow chart for developing the program



Program evaluation scales should provide a basis for improving the quality of the program since the scale provides a systematic look that points out strengths and weaknesses. When this is done, steps can be taken to overcome recognized weaknesses. Program improvements occur if the staff involved is positive about the importance of program evaluation.

The following areas are suggestions for evaluating your program. Information contained in the program evaluation was obtained through sources listed in the bibliography.

When evaluating your program, you may include the following areas

Content

- Meets the needs of students (to their level, pertinent, interesting)
- Curriculum
- Variety
- Balance in program content
- Progression
- Planned and written
- Enrichment and remedial program

- Method of evaluation is related to the psychomotor, cognitive and affective areas
- Use of community facilities and volunteers
- Promotion

Staff

- Inform students of the system of evaluation
- Consistent system of evaluation for all physical educators in the school
- Qualified, motivated, knowledgeable personnel
- Personal and professional growth
- Good relationships with administrators, staff, parents, community and students

Management

- Time allotment
- Budget
- Organization and schedule
- Records
- Allotment of funds
- Indoor and outdoor space
- Storage
- Amount and variety of equipment
- Media equipment
- Care of equipment and facilities
- Safety checks
- Supplies
- Funds available

The Physical Education program should be evaluated annually by local administration, physical education staff and students. By doing this, the staff may learn just as they might expect students to learn from the evaluative experience.

Student Input: When evaluating the program, it is essential to get input from the students. It is important for the student to express those feelings, both positive and negative, for the program. This information may be collected in the spring for use in developing next year's program. (Refer to samples 1 and 2 on pages 10 and 12.)

PROGRAM EVALUATION

The main purpose of program evaluation is to provide the school with information that can be used to improve the program. If it is determined that upgrading is needed, establish a timeline for completion of these objectives.

		Weak			Strong
1.	A sufficient amount of time is devoted to physical education, i.e. a minimum of 150 minutes a week as per the Manitoba curriculum.	1	2	3	4
2.	The program includes instruction in the dimensions of Rhythms and Dance, Outdoor Pursuits, Gymnastics, Special Activities, Basic Movement Skills, Physical Fitness, Large Group Offense/Defense Activities, Small Group Offense/Defense Activities and Aquatics.	1	2	3	4
3.	Appropriate balance in content as outlined in the curriculum guide.	1	2	3	4
4.	A scope and sequence is included in a yearly plan.	1	2	3	4
5.	Detailed unit and activity package for each dimension form part of the yearly plan.	1	2	3	4
6.	The objective of the program and lesson are clearly stated at the beginning of each unit and lesson.	1	2	3	4
7.	The program of activities encourages the development of skillful and efficient movement and a desire to participate.	1	2	3	4
8.	The program offers students an opportunity to develop an understanding of the fitness principles and evaluate their fitness level (Manitoba Schools Fitness Program).	1	2	3	4
9.	Student activities are enjoyable, pertinent, interesting, and develop positive attitudes toward activity (student surveys).	1	2	3	4
10.	The school's physical education philosophy supports the concept of quality physical education on a daily basis.	1	2	3	4
11.	Students have an opportunity to have input in the planning of the program.	1	2	3	4

Student Questionnaire

SAMPLE I

Activities

Aerobics	Cycling	Hiking	Rugby	Volleyball
Archery	Dance	Ice Hockey	Soccer	Water Polo
Backpacking	Fencing	Jogging	Softball	Weight Training
Badminton	Field Hockey	Lacrosse	Squash	Winter Games
Basketball	Fitness	Martial Arts	Strengthathlon	Wrestling
Bowling	Floor Hockey	Orienteering	Swimming	Others . . . .
Broomball	Football	Paddleball	Table Tennis	
Canoeing	Golf	Racquetball	Team Handball	
Creative Games	Gymnastics	Rhythmic Gymnastics	Tennis	
Curling	Handball	Ringette	Track and Field	

1. Which activity did you enjoy the most? _____
   Why? _____

2. In which activity did you learn the most? _____
   Why? _____

3. Which activity did you dislike? _____
   Why? _____

4. In which activity did you learn the least? _____
   Why? _____

5. Have you participated in any physical activity outside of your physical education classes? _____If yes, which ones? _____

6. Did you learn about the physical importance of fitness? _____

7. Was enough time spent on physical fitness, or too much? _____

8. Do you feel that audio-visual aids (videos) helped you to understand the activities? _____

9. What additional activities would you wish to see included in our program? _____
   _____

10. Do you feel that the number of classes were adequate for each activity? _____

11. Did you enjoy the time set aside for recreational activity during the class? Was there enough time allotted? _____

12. What do you think you learned in the physical education program that you might use in later life? _____

13. Helpful comments to improve our teaching? _____
    _____

Program Action Plan

Once you have evaluated your program, choose the areas that you wish to improve upon, and set a timeline to implement your desired changes.

Program Changes	Action Plan	Who	Date Completed

Make programs progressive, sequential and age appropriate

Student Questionnaire

Physical Education Program Evaluation

SAMPLE 2

What did you get out of Physical Education?
Rank from 1-4 for weak to strong.

	Weak			Strong
Trying new things	1	2	3	4
Physical fitness	1	2	3	4
Learning about fair play	1	2	3	4
Physical skills	1	2	3	4
Self-respect	1	2	3	4
Sport skills	1	2	3	4
Making friends	1	2	3	4
Fun	1	2	3	4
Other _____				

What do you think the teachers are trying to emphasize in class?
Rank from 1-4 weak to strong.

	Weak			Strong
Trying new things	1	2	3	4
Learning new rules of games	1	2	3	4
Physical fitness	1	2	3	4
Learning about fair play	1	2	3	4
Physical skills	1	2	3	4
Self-respect	1	2	3	4
Sport skills	1	2	3	4
Making friends	1	2	3	4
Fun	1	2	3	4
Other _____				

What activities do you enjoy outside of school? _____

_____

_____

Note: If additional information is required, i.e. grade, etc., please include _____

_____

_____

Teacher

Teacher Evaluation

Several teacher evaluation strategies have been developed to improve teaching effectiveness and instruction. Evaluation, for the most part, is implemented at the local school level. Strategies used may involve only the teacher or one or more other individuals. When others are involved, they may include a coordinator/consultant, peer counsellor, students, or principal.

Some of the more effective evaluation strategies include self-evaluation, administrator and coordinator/consultant assessment, peer coaching, lesson videotaping, and student feedback.

An administrator and coordinator/consultant assessment, done in conjunction with the teacher, effectively examines the specifics of quality physical education programming to improve and promote the quality of instruction.

Peer coaching involves communication with one or more colleagues to achieve specific instructional goals through a process of regular observation and feedback.

Videotaping provides a visual opportunity to examine the lesson and analyse the flow of the lesson, teacher placement in relation to students, voice of the teacher, posture of the teacher and students, students activity level and participation and enjoyment of the students.

Evaluation of a teacher by students can be an effective form of teacher evaluation when used at the appropriate grade level.

Teachers being evaluated should view the process as a positive opportunity for growth and development and be willing to accept constructive criticism to fulfill their professional potential. Meaningful evaluation can only be accomplished if criticism is not given or received in a negative manner.

Teacher Evaluation - Sample

Self-Evaluation

Date _____ **Teacher** _____

School _____ **Grades/Subject** _____

Self assessment is a professional responsibility and expectation. It provides the teacher with an opportunity to identify professional and program areas that may be deficient or require attention.

		Weak			Strong
Professional Attitude		1	2	3	4
1.	Is aware of the objectives of physical education, outlined in the K-12 Physical Education Curriculum	—	—	—	—
2.	Has developed a sound philosophy towards physical education	—	—	—	—
3.	Is aware of the place and role of fair play in the physical education program	—	—	—	—
4.	Is aware of the scope and sequence in physical education	—	—	—	—
5.	Participates in professional development activities	—	—	—	—
6.	Is aware of the relationship between physical education and overall school performance	—	—	—	—
7.	Keeps up to date on P.E. developments and information	—	—	—	—
8.	Is able to work cooperatively with other teachers	—	—	—	—

Comments: _____

_____

Organization and Administration

1.	Plans, organizes, and communicates with the students regarding all curricular areas	—	—	—	—
2.	Provides leadership to students and involved teachers in developing and understanding physical education philosophy, objectives	—	—	—	—
3.	Students are encouraged to assist in helping to organize and officiate activities	—	—	—	—
4.	Makes routine inspections of gymnasium and equipment to ensure student safety	—	—	—	—
5.	Makes sure that equipment is marked and inventory is kept	—	—	—	—

Organization and Administration (Cont'd)

	Weak		Strong	
	1	2	3	4
6. Establishes a routine for maintenance and repair requests	—	—	—	—
7. Establishes a routine for class use and return of equipment and supplies	—	—	—	—

Comments: _____

_____

_____

Class Management

1. Demonstrates effective classroom control and management	—	—	—	—
2. Resolves problems of discipline effectively	—	—	—	—
3. Communicates effectively with the students	—	—	—	—
4. Provides for individual differences	—	—	—	—
5. Ensures that each student experiences some measure of success	—	—	—	—
6. Fosters respect for individual differences	—	—	—	—
7. Organizes activities effectively	—	—	—	—
8. Involves students in experiences to promote creative thinking	—	—	—	—
9. Use groups to provide for maximum activity	—	—	—	—
10. Students are provided sufficient free time to practise what they are taught	—	—	—	—
11. The possibility of accidents is minimized by proper progressions, good organization, and student awareness of safety precautions	—	—	—	—
12. Equipment is easily accessible	—	—	—	—
13. Evaluates student progress	—	—	—	—
14. Evaluative methods vary and are appropriate to the objectives	—	—	—	—
15. Provides opportunities for self-evaluation	—	—	—	—

Comments: _____

_____

_____

Program

		Weak			Strong
		1	2	3	4
1.	A yearly plan has been developed and is on file	—	—	—	—
2.	The plan is flexible and progressive to meet the varied needs of the students	—	—	—	—
3.	The plan provides for a broad and balanced program in physical education	—	—	—	—
4.	The yearly plan is divided into activity units/themes	—	—	—	—
5.	Each lesson is planned to ensure that all available time is used constructively and effectively	—	—	—	—
6.	Informs students and parents about the program	—	—	—	—

Comments: _____

_____

_____

_____

Strategies

My Strengths are _____

_____

_____

_____

My Weaknesses are _____

_____

_____

_____

What can I do to improve? _____

_____

_____

_____

Student

Student Evaluation

Historically, physical education is unique in its approach to evaluation in that all domains of learning - cognitive, affective, and psychomotor - have found a place in the traditional physical education evaluation process. The key to this process appears to be a balance in evaluation techniques based on teacher and program priority. **Positive evaluation is very important in physical education.**

Cognitive Domain (Knowledge Appraisal)

The instructional aspect of a physical education class invariably involves the application of rules, skill techniques, safety, etiquette, tactics, and strategies. This type of content in physical education is indispensable. The intellectual development of our children as it applies to sports, games and personal well-being has become an accepted responsibility of physical educators. The strategy for determining knowledge acquisition may be accomplished by written tests, oral tests and assignments.

Psychomotor Domain

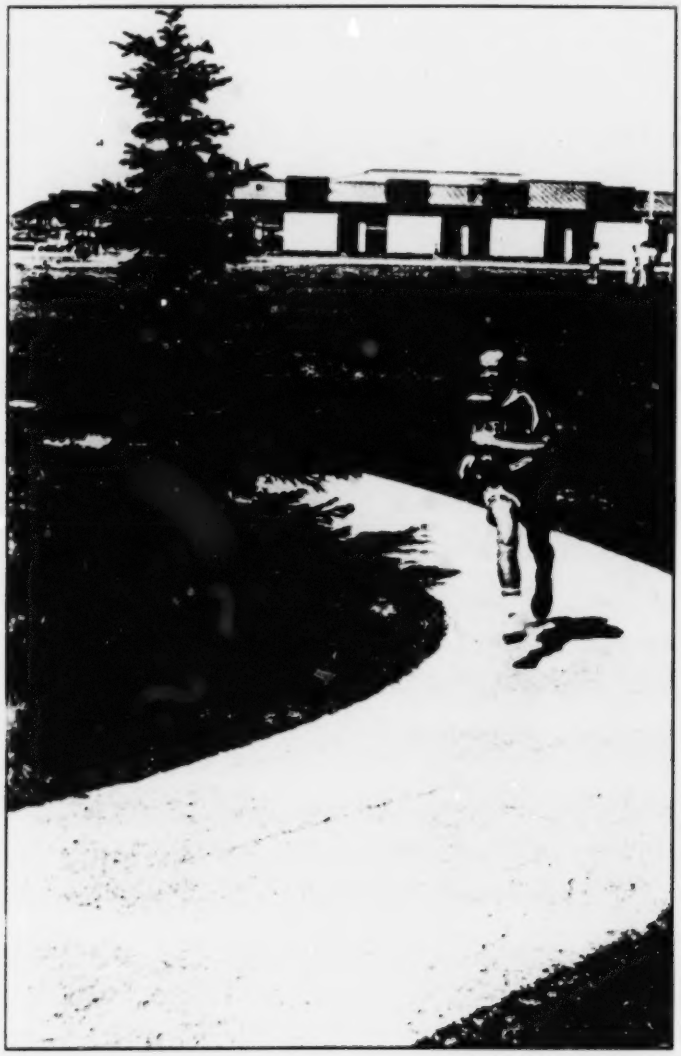
This area of instruction separates physical education from the academic courses of a school. The physical educator is concerned with the demonstration of skills in sports, games, and dance, which have been taught during the instructional periods.

The systems of grading available in this domain are many. Questions, however, about reliability, validity, and objectivity seem to be the major stumbling blocks.

Evaluation in this domain may include

- comparative testing
- improvement assessment
- technique analysis
- demonstration
- standardized tests
- criterion referencing
- observation

Evaluation may be done through the arrangement of grades, pass/fail, or anecdotal.



Physical fitness is also a part of the psychomotor domain.

Since the rationalization for the existence of physical education in the education system is based upon the attainment of physical fitness and active living, it would seem assessment in this area is a must but not necessarily used as part of the grading strategy.

Assessment of physical fitness may take a variety of forms. It may be performance based, teacher developed, or a standardized format with an emphasis on health-related fitness.

Affective Domain

The affective domain may include attitude, fair play, cooperation, leadership, participation, effort, enthusiasm, and interest.

These examples are important for a full appreciation of all aspects of physical education. They are desirable outcomes of an effective physical education program, but are extremely difficult to measure.

Other topics found in this domain include tardiness, truancy, and proper dress. Although these must be emphasized and are extremely important, they should not form the basis for educational attainment in physical education. These behaviours should be reported to parents or guardians.

Early Years

Early Years (Grades K-4)

The *Manitoba Physical Education Curriculum K-12* (1981) (5:48), includes the following

To facilitate learning and meaningful evaluation, students should be told

- What is to be taught?

  Over a period of time
  In each period

- What the teacher expects?

- How they have met those expectations

In selecting the means of evaluation, teachers must keep in mind

- Relevancy to the child's **time on task** and achievement toward objects to determine the most feasible and beneficial method of evaluation

- An assessment method that motivates rather than reinforces self-doubts that children may be experiencing

- A reporting form that is easily understood by parents

The assessment of the level of performance and understanding can be achieved by

- Continuous teacher observation of students as they are learning and experiencing activities

- Developmental screening tests

- Anecdotal reporting

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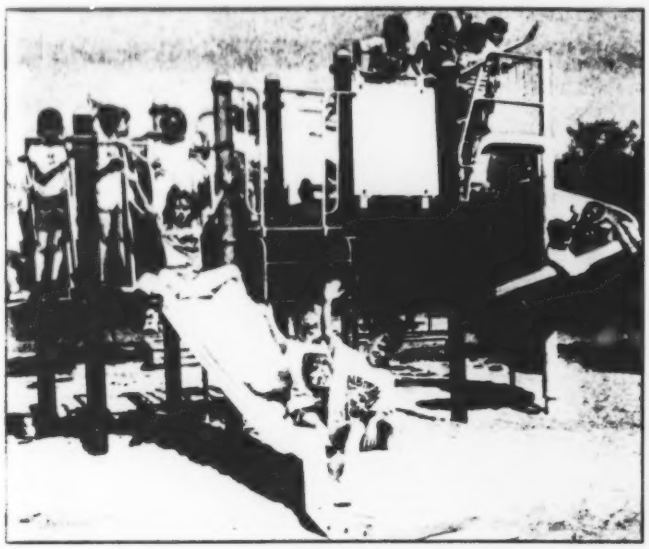


Evaluation Criteria

Student progress should be evaluated and reported as broadly as possible.

- **Psychomotor Domain**

The teacher should observe the student's progress in the acquisition of skills and the application of them in

games
gymnastics
rhythms/dance
special activities
outdoor pursuits
adapted/motor skills

- **Movement Skills**

The teacher should monitor the development of movement skills through observation and assessment in a variety of settings (formal or informal) to assess a child's progress. Movement skills include

- transport
- manipulation
- balance

The main purpose of observation is to provide information on specific difficulties to determine the developmental status (either developing or developed) of each of the fourteen skills as defined in the "Basic Movement Skills" document 1990. It is important to identify the entry level of each child so a program of appropriate instruction may be given.

Further information concerning movement skills may be found in "Basic Movement Skills," 1990, stock number - 78164. This document may be obtained from the Manitoba Textbook Bureau.

- **Physical Fitness**

Program content should be planned for continuous improvement in the student's physical fitness level and/or maintenance as may be determined by

teacher observation
Manitoba Schools Fitness Program
(It is suggested that this program is more suitable for grades 4-12.)

- **Cognitive Domain**

Determined by

teacher observation
discussion
projects (integration with other curricular areas is highly recommended)

- **Affective Domain**

teacher observation of the ability to play by the rules, follow instructions, share and get along with others
participation in activities and with peers

Sample

Early Years

Grade 1 **Physical Education Report** November, 19___

Name _____

Participation

Participates actively ____
Works to improve physical skills ____
Exhibits fair play in game activities ____
Dresses appropriately for class ____
Individual work ____
Group work ____

Key: *E* - *Excellent*
V.G. - *Very good*
S - *Satisfactory*
N.I. - *Needs improvement*

Concepts, skills, and activities introduced this term

- safety procedures in the gym
- listening skills
- body and space awareness
- directions - right, left, clockwise, counter-clockwise
- running activities
- striking skills
- rhythmic activities
- folk dances
- movement skills - balancing, catching, hopping

Comments

____ Your child has shown satisfactory progress in all concepts, skills, and activities taught this term.
____ Your child has done well in _____
____ Your child has had some difficulty with _____

_____

_____

If you would like an interview or further information concerning the progress of your child in Physical Education, or his/her movement skills evaluation, please contact me at the following phone number:

_____
Physical Education Teacher

Sample

Early Years

Grade 1 **Physical Education Report** March, 19___

Name _____

Participation

Participates actively ____
Works to improve physical skills ____
Exhibits fair play in game activities ____
Dresses appropriately for class ____
Individual work ____
Group work ____

Key: *E* - *Excellent*
V.G. - *Very good*
S - *Satisfactory*
N.I. - *Needs improvement*

Concepts, skills, and activities introduced this term

- basic gymnastics - rotation/rolls, balances
- folk dances
- body shapes and movements at different levels
- parachute activities
- games
- rope skipping skills
- throwing and catching skills
- take offs and landings

Comments

____ Your child has shown satisfactory progress in all concepts, skills, and activities taught this term.
____ Your child has done well in _____
____ Your child has had some difficulty with _____

_____

_____

If you would like an interview or further information concerning the progress of your child in Physical Education, or his/her movement skills evaluation, please contact me at the following phone number:

_____
Physical Education Teacher

Sample

Early Years

Grade 1 **Physical Education Report** June, 19___

Name _____

Participation

Participates actively ____
Works to improve physical skills ____
Exhibits fair play in game activities ____
Dresses appropriately for class ____
Individual work ____
Group work ____

Key: *E* - *Excellent*
V.G. - *Very good*
S - *Satisfactory*
N.I. - *Needs improvement*

Concepts, skills, and activities introduced this term

- racquet activities
- folk dances
- ball bouncing (dribbling), catching and throwing skills
- batting skills
- outdoor games
- T-ball
- field day activities
- large equipment activities

Comments

____ Your child has shown satisfactory progress in all concepts, skills, and activities taught this term.
____ Your child has done well in _____
____ Your child has had some difficulty with _____

_____

_____

If you would like an interview or further information concerning the progress of your child in Physical Education, or his/her movement skills evaluation, please contact me at the following phone number:

_____

Physical Education Teacher

Middle Years

Middle Years (Grades 5-8)

The Manitoba *K-12 Physical Education Curriculum* (1981) includes the following

"Evaluation should be a continuing process. Only through constant evaluation can a teacher determine if a student is progressing toward the goals of the program. Evaluation should be objective and its purpose well defined before the specific method of evaluating is chosen."

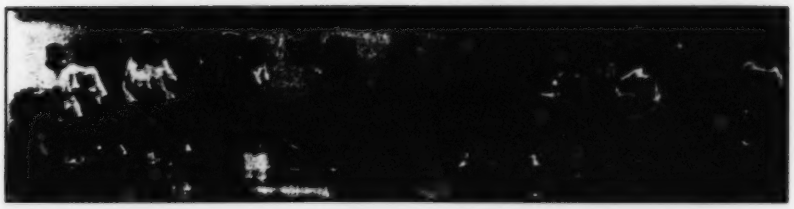
Areas of Evaluation

- Psychomotor Domain
  - Skill Achievement
  - Physical Fitness
- Cognitive Domain - Knowledge and understanding
- Affective Domain - Enjoyment and participation of student

Evaluation and Reporting Criteria

- Psychomotor Domain

  Skill acquisition should be observed and noted by the teacher
  - Rhythms and dance
  - Gymnastics
  - Large group offense and defence activities
  - Small group offense and defence activities
  - Aquatics
  - Physical fitness
  - Outdoor pursuits
  - Specialized activities



Physical Fitness

Program content should be planned for continuous improvement in the student's physical fitness level and maintenance, as may be determined by

Teacher Observation
Manitoba Schools Fitness Program (1989)
The Canadian Active Living Challenge (1992)

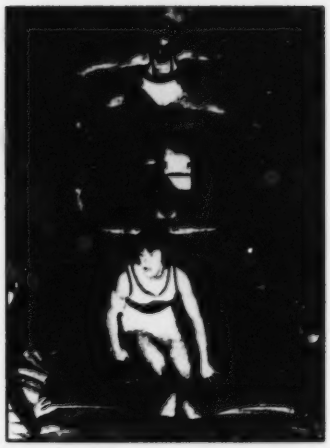
- Cognitive Domain

  As determined by
  Teacher observation
  Discussion - Group or individual
  Written assignments or tests

- Affective Domain

  Teacher observation of
  Acceptable behaviour
  Cooperation with others
  Activity etiquette
  Service and leadership
  Tolerance for self and others

The affective domain is used to develop positive attitudes. Students need to be guided through successes and failures in the gym. One approach using the affective domain is to have your students keep a physical education journal of their experiences in gym class. The students may take these journals home and the teacher may collect them on a specified date or on a weekly basis. The feedback contained in the journals can provide excellent information regarding the student's experiences in physical education. The teacher should always respond to the student's entry with anecdotal remarks or suggestions.

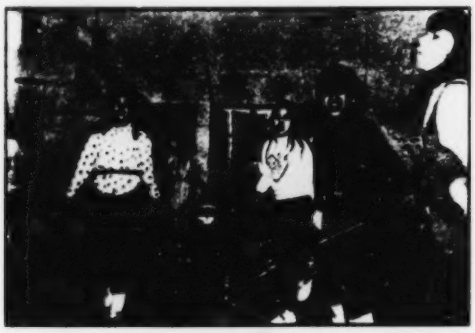


The following example is taken from **The Affective Domain in Physical Education, Curriculum Support Series,** Manitoba Education and Training, 1989.

Sample questions might be

"During today's 12 minute run, what were you thinking about...?"

before the run began?
during the run?
after the run?



How do you feel about your time?
Did you do your best?

Today was a
1—2—3—4—5—6—7—8—9—10 day
lousy so-so great

Why?

A student's mark is determined and then entered on a progress report card. Very few middle years schools use a separate physical education report card. The following are examples of mark breakdowns.

Samples of Grade/Mark Breakdowns include

1.

Participation	-	60%
Fitness	-	10%
Skills	-	10%
Theory	-	10%
Gym Equipment	-	10%
		100%

2.

Participation	-	60% - 100% (depending on unit)
Skill	-	15%
Theory	-	15%
Fitness	-	10%
		100%

3.

Participation	-	40%
Written Test	-	20%
Skills Test	-	20%
Fitness	-	20%
		100%

4. The Affective domain through Journal Entries - 100%

Middle Years Physical Education Progress Report

Name _____ Date _____

Activities

Games

Cooperative Games	_____
Cross Country	_____
Five-A-Side Soccer	_____
Volleyball	_____
Softball	_____
Track and Field	_____
Orienteering	_____

Gymnastics

Stunts & Exercises	_____
Apparatus	_____
Tumbling Routines	_____

Rhythms

Creative	_____
Folk	_____
Square	_____
Skipping	_____

Fitness

Manitoba Schools Fitness Program	_____
Cardiovascular endurance	_____
Flexibility	_____

Appreciation for Activity

Helps other students	_____
Understands and applies rules	_____
Makes a cooperative team effort	_____
Wears appropriate clothing	_____

Key: *1* ***Needs Improvement***
2 ***Satisfactory***
3 ***Very Good***
4 ***Excellent***

Enrichments

Student has participated in

	YES (check)	NO (check)
Intramurals	___	___
School Teams	___	___

Senior Years

Senior Years Physical Education (Grades 9-12)

Course objectives and evaluation procedures that are concise and clearly defined are essential in the Senior Years Physical Education program. Objectives that are carefully planned, provide direction for the teacher, ensuring that the course content is introduced in a systematic manner. It is also important for students to become familiar with these objectives. In this way, students are able to assume a more active role in the teaching-learning process as they begin to understand the relationship among the course objectives, content, and **evaluation procedures**.

These evaluation procedures should take two forms. One is the ongoing subjective evaluation that occurs daily in class. The second is the objective approach which takes the form of written work and skill tests. The grade assigned reflects the extent to which the student achieves program objectives.

Evaluation and Reporting

Evaluation and reporting should

encourage the student to attain his/her potential
interpret the program to the parents and community
assist the teacher in program development

Definitions

Objective Evaluation - provides specific measurable information for the teacher regarding the student's progress and the achievement of the course objectives. It is also important to the students as it allows them to see their improvement.

Subjective Evaluation - is the observation of the student's daily performance with respect to effort, cooperative abilities and general willingness to perform adequately - physically and socially in the Physical Education environment.

Recreation Competency - a sufficient level of skill to encourage participation in leisure activities.

Evaluative Criteria

- Psychomotor Domain

  Physical Skill - students should develop at least a **recreational competency** in a variety of lifetime sports/activities.

  Method: Design your own tests or adapt standardized tests to measure the basic skills that you are teaching.

  Physical Fitness - a test of the student's general level of fitness or in a particular fitness component.

- Cognitive Domain

  Knowledge - A student should acquire specific information concerning rules, strategies, techniques, and fitness. The student should be able to understand and apply the concepts related to physical well-being.

  Methods: Written and oral assignments
  Projects
  Discussion
  Tests

Guideline for Tests

- questions should be brief, but clear
- avoid ambiguity
- the material receiving the greatest emphasis in class should receive the greatest emphasis on the test
- avoid questions on trivial items
- questions might be long answer, short answer, fill in blanks, matching

- Affective Domain

- **Social Skills** - a student should develop the ability to interact positively with peers and teachers.

  Method: Teacher observation of: behaviour activity etiquette, leadership qualities, peer relationships.

- **Participation** - a student should display reasonable involvement in class activities.

  Method: Teacher observation of the student's willingness to put forth an honest effort.

- **Student Self-Assessment** - a student should develop the competency to assess his/her abilities with reasonable accuracy.

  Method: Check lists, anecdotal reports.

- **Attendance**

  Regular attendance is essential due to the participatory nature of physical education

  Method: Maintain a record of absences and lates.

- **Attire** - a student should wear suitable attire for activity to encourage appropriate health and safety practices.

  Method: Provide sufficient time to change. Ensure that a student's attire provides for maximum mobility.

Sources of Information

- Some provincial/national sport associations have developed informational material and/or skill tests suitable for use in schools. **Requests to individual sport associations**, should be directed to:

  Manitoba Sports Federation
  200 Main Street
  Winnipeg, MB
  R3C 4M2

  Phone: (204) 985-4000
  Wats: 1-800-282-8069
  FAX: (204) 985-4028

  Canadian Sport and Fitness Administration Centre
  1600 James Naismith Drive
  Gloucester, ON
  K1B 5N4

  Phone: (613) 746-0060
  FAX: (613) 748-5706

- Professional Physical Education organizations

  CAHPER
  1600 James Naismith Drive
  Gloucester, ON
  K1B 5N4

  Phone: (613) 748-5622
  FAX: (613) 748-5737

  AAHPERD
  1900 Association Drive
  Reston, Virginia 22091

  Phone: (703) 476-3400

- Manitoba Schools Physical Fitness Program

- Canadian Active Living Challenge

- Other resources may be available by contacting local Physical Education Supervisors or the Curriculum Services Branch, Manitoba Education and Training.

Calculation of the Grade

When selecting a procedure for the calculating of grades, it is essential that the teacher consider the primary goal of Senior Years Physical Education. That is, on graduation a student will know how to develop and maintain an adequate level of physical well-being and will have sufficient skills to enjoy a wide range of life time sports/activities. The grade assigned as a result of the evaluation procedure should

indicate the student's progress
motivate the student to attain his/her potential
foster a positive attitude towards lifetime sports/activities

Evaluative Criteria

The following is a list of the evaluation criteria and possible values. **The combination that a teacher selects will be determined by their course objectives.** Comments about the implications of each are included.

SAMPLE I

Skill Fitness	0 - 15%
Knowledge	0 - 15%
Attendance Participation Social Skills	75 - 100%

- Students displaying a reasonable effort will earn a respectable grade.
- With a lower value placed on the areas of skill and knowledge students might be less inclined to develop in these areas.

SAMPLE 2

Skill Fitness	25%
Knowledge	25%
Attendance	25%
Participation Social Skills	25%

- A passing grade is attainable for everyone.
- Students may be motivated to develop in all areas.

SAMPLE 3

Skill Fitness	))	60 - 75%
Knowledge	)	0 - 25%
Attendance Participation Social Skills	)))	25% - 40%

- Students may be motivated to work diligently on their skills.
- Excessive emphasis on skill and/or fitness may discourage participation by the less athletic.

The grade a student receives in any subject has a direct influence on how the student perceives his/her ability in that particular course. An individual's perception of his/her ability profoundly affects willingness to be involved in that particular area. Physical Education is a unique course in that it strives to promote active participation throughout life for all individuals, not just the athletically gifted. Therefore, when choosing a grading procedure,

a teacher must consider its effect on a student's self-concept. Careful consideration of course goals and an awareness of the student's abilities will be necessary in order to establish a fair grading procedure. This procedure should challenge the gifted and allow the less gifted, who show a reasonable effort, to attain a satisfactory grade.

Reporting

Reporting is the means of providing feedback to parents and students concerning the student's progress. It may occur in an anecdotal form, a check list, a computer report or as an interview. If school policy has established computer reporting for all subjects, a teacher may wish to supplement this method with an individual P.E. report or with a personal interview with parents or students. Informing the students as to how their mark was calculated and how they can improve are effective motivators. Therefore, communication between student and teacher should be on-going.

Physical Education

Name of Student _____

Term _____ Year _____ Course and Number _____

Attendance: Available _____ Actual _____

Physical Education grades are based on _____

Aerobics	____	Martial Arts	____
Archery	____	Officiating	____
Badminton	____	Orienteering	____
Basketball	____	Racquetball	____
Bowling	____	Rhythmics/Dance	____
C.P.R.	____	Snowshoeing	____
Cross Country Skiing	____	Soccer	____
Curling	____	Softball	____
Cycling	____	Swimming	____
Down Hill Skiing	____	Team Handball	____
Flag Football	____	Tennis	____
Field Hockey	____	Track and Field	____
First Aid	____	Triathalon	____
Fitness Education	____	Volleyball	____
Golf	____	Weight Training	____
Gymnastics	____	Wrestling	____
Ice Sports	____	Canoeing, Hiking, Sailing	____
		Other	____

Semester 1		Semester 2		June
Mid Term	**Final**	**Mid Term**	**Final**	**Final Mark**
____	____	____	____	____

Teacher's Comments _____

Teacher's Signature _____

Parent's Signature _____

Parent's Comments: Please use reverse side and return to teacher.

This is a sample form, a teacher should adapt it to reflect his/her program.

NAME OF STUDENT SCHOOL

STUDENT NO GRADE HOME ROOM SEMESTER/TERM DATE ISSUED PRINCIPAL

SUBJECT	1st Report		2nd Report		3rd Report		Final		TEACHER	TEACHER'S COMMENTS	CREDIT VALUE	
	Grade	Per Abs	Grade	Per Abs	Grade	Per Abs	Grade	Per Abs			Mean	Rank

GRADE SCALE

HONOURS	90 - 100
EXCELLENT	80 - 89
ABOVE AVERAGE	70 - 79
AVERAGE	56 - 69
BELOW AVERAGE	50 - 55
FAILURE	0 - 49
PASS	50 - 55
INCOMPLETE	0 - 49
NO MARK	0 - 49

TOTAL LATES

SIGNATURE

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K-12 Physical Education Curriculum Guide, Manitoba Education and Training, 1981 (Manitoba).

Manitoba Schools Fitness Program (Manual and Posters), Manitoba Education and Training, 1989.

Planning a Quality School Physical Education Program (Planning Kit), Fitness Canada (CAHPER, Government of Canada).

The Affective Domain in Physical Education, Curriculum Support Series, Manitoba Education and Training, 1989.

Physical Education for Students with Special Needs, Curriculum Support Series, Manitoba Education and Training, 1989.

The Canadian Active Living Challenge, Fitness and Amateur Sport, Government of Canada, 1992.

Program 1: Ages 5-8	Theme: Involvement and Fun in Physical Activity
Program 2: Ages 9-11	Theme: Expanding Physical Activity Opportunities
Program 3: Ages 12-14	Theme: Making Choices and Setting Goals
Program 4: Ages 15-18	Theme: Responsibility Empowerment and Leadership

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Verducci, Frank M., *Measurement Concepts in Physical Education*, Toronto: The C.V. Mosby Company, 1980.